



CAREER & TECHNICAL EDUCATION

Career Connected Learning
for All Students

Local Needs Assessment/Comprehensive Local Needs Assessment System Support Document

Updated 12/28/2021



Illinois
State Board of
Education

Overview

The secondary Illinois Comprehensive Local Needs Assessment process consists of the following steps:

1. *Verification of current approved Programs of Study* (ISBE will provide list to be approved; this step must be completed prior to stakeholder engagement)
 2. *Completion the Program Data Review (PDR)* (secondary schools must complete)
 3. ***Completion of Local Needs Assessment (LNA) (secondary districts must complete)***
 4. ***Identification of Planning Team*** (stakeholder engagement; establish dates to meet with stakeholders to complete CLNA)
 5. *Identification of data sources* (PDR and LNA results will be provided for review)
 6. *Analysis of the disaggregated data* (stakeholder discussion with prompts; many data points are prepopulated from the PDR and LNA)
 7. *Identification of areas of growth and strengths* (what is working, summaries within each area of measurement)
 8. *Identification of areas of opportunity* (what requires improvement, summaries within each area of measurement)
 9. *Prioritization of opportunities* (create a timeline based on your needs for each area of measurement within the programs of study)
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Please use this document as a guide to walk you through the online process of completing your LNA and CLNA.

If you have programmatic questions or if there are issues with system functionality, please contact ISBE's CTE and Innovation Department at (217) 524-4832 or cte@isbe.net. When you reach out through email with an issue, please include the RCDTs, a description of the issue, and a screen shot(s) of the issue. If you have IWAS access issues, please call ISBE's Call Center at (217) 558-3600.

Access Levels and Accessing the System

Accessing Levels

What does the Access Level mean?

CTE Comprehensive Local Needs Assessment – School District and Area Career Center Access

School User	School User is view only.
District Admin	District Administrators are generally school district superintendents or area career center directors. They will either complete the Local Needs Assessment application for their respective entities or grant access to additional District Admin (district-based staff with CTE knowledge) to complete this process. This access is view only for the Comprehensive Local Needs Assessment.

CTE Comprehensive Local Needs Assessment – Education for Employment (EFE) Access

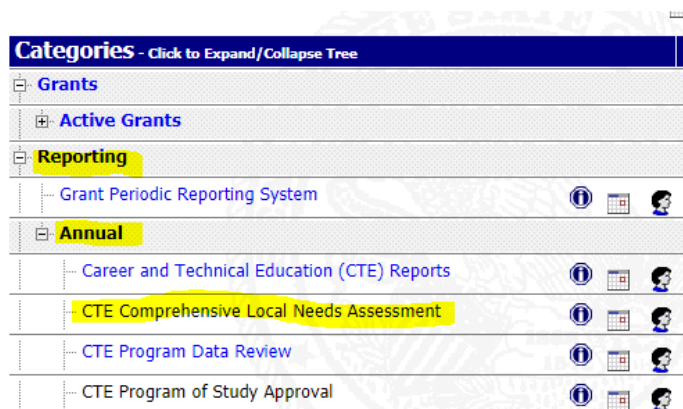
Business Manager	Business Manager is the Education for Employment (EFE) System Director. Communicates with District Admin to assist them in completing the Local Needs Assessment (LNA). EFE Systems with region center CTE programs: complete LNA for those centers or assign other EFE personnel as the Business Manager for completion. When all LNAs submitted, complete the Comprehensive LNA (CLNA). Can Unlock LNA application unless CLNA has started.
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- District Admin:
 - School District Administrative Agent – usually Superintendent
 - Area Career Center (ACC) Administrative Agent – usually ACC Director
- Business Manager: EFE Administrative Agent or their designee; will also be the individual to update EFE region center programs and courses

Please Note: All users for the CTE Program of Study Approval system were given the same access in the Comprehensive Needs Assessment system


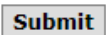
Accessing the System

- Sign into ISBE Web Application Security (IWAS) - <https://sec.isbe.net/iwas/asp/login.asp?js=true>
- Click on System Listing; then Reporting – Annual – CTE Comprehensive Local Needs Assessment


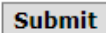


IWAS User Access

➤ Existing IWAS Users:

- Go to System Listing – Click on [Want to Signup for Other Systems?](#) (bottom right)
- Go to Reporting – Annual – CTE Comprehensive Local Needs Assessment;
- Click the  button next to it;
- Complete the necessary information, including justification for access; and
- Click 

➤ New IWAS Users:

- Please refer to the IWAS User's Guide to Create an Account - <ftp://help.isbe.net/webapps/iwas/pdf/IWASUserGuide.pdf>.
- Go to System Listing – Reporting – Annual – CTE Comprehensive Local Needs Assessment;
- Click the  button next to it;
- Complete the necessary information, including justification for access; and
- Click 

➤ **NOTE: Districts and Area career centers District Admin can choose to complete the application for their respective entities or grant access to additional District Admin to complete this process.**

ACCESS LEVEL CLARIFICATION FOR SCHOOLS and SCHOOL DISTRICTS:

If you log in to the CTE Comprehensive Local Needs Assessment and no information populates on your screen, you have an access level issue.

If user's **IWAS profile is District-based** (many times ends in four zeros):

- User's access for the CTE Comprehensive Local Needs Assessment should be District Admin.
 - This will allow user to see all schools in the district and make any necessary changes.

If user's **IWAS profile is School-based** (school code matches a school not a district):

- User's access for CTE Comprehensive Local Needs Assessment should be School User.
 - This will allow user to only see information for the school the user is affiliated with and make any necessary changes.
- If user's IWAS profile is School- based **AND** user is responsible for reporting for all schools in the District:
 - User should be assigned District Admin for this system.
 - This will allow the user to report on any – or all – school(s) in the District.

Please note, there is not a limit on the number of individuals who can have District Admin access.

District Admin or Business Manager – Granting User Access to Complete Application

➤ Process for granting access:

- Login to IWAS;
- Go to the CTE Comprehensive Local Needs Assessment system request;
- Select District Admin for the correct school representative; and
- Approve access.

Local Needs Assessment (LNA)

District Admin or Individual Completing the Application:

- Step 1:** Log into the CTE Comprehensive Local Needs Assessment.
- Step 2:** When you login, the landing page displays an overview of the CLNA process, including completion dates for both the LNA and CLNA. Click [Continue](#) to enter the LNA system.
- Step 3:** Upon entering the LNA dashboard, you will see the District & Career Center or Regional Center which are assigned to this access level. The status of the LNA is indicated under the Status column (*Application not yet started* indicates the LNA has not begun, *District Admin Draft* indicates the LNA has been started and is in draft format and *District Submitted* indicates the completion of LNA). The Submit Date and Submitted By are also provided. Click on [Fill Application](#) to begin the LNA or [Edit Application](#) to return to the application that was previously started.

Districts & Career Centers

Search:

District Name	RCDT	Status	Submit Date	Submitted By	Action
New Trier Twp HSD 203	050162030170000	Application not yet started			Fill Application

Showing 1 to 1 of 1 entries

Regional Centers

Search:

District Name	RCDT	Status	Submit Date	Submitted By	Action
No data available in table					

➤ Note the system menu allows you to easily access various support documents for additional information

Local Needs Assessment

Home

Student Data Explanation

Terms And Definitions

Help Document

- Step 4:** Section 1 addresses stakeholder involvement by asking you to identify the name of each person that has agreed to participate in the completion of the LNA. Parent and Student participation is reflected in the bottom portion of the page.
- Beginning with the first row, type the individual’s name, use the drop-down box to indicate their role, and then select one or more of the formats for their participation. Click [Add](#) to add additional rows. For the role “Employer”, the “Name” should include, at minimum, the name of the employer; the name of the individual representing that business is optional.

Required: At least one stakeholder must be identified (e.g. the person completing the form)

Please Note: If an individual has multiple roles, you must enter their name for each role they represent. You must complete name, title and involvement for the record to save.

Please list the name of each person agreeing to participate in the LNA process, their roles and the format(s) through which feedback was provided. If an individual represents more than one role, you will need to list them multiple times. (See Terms and Definitions for more information)

Name	Title	Involvement
	Indicate role for each name provided: <div>Select role</div>	Indicate involvement format(s): <div><input checked="" type="checkbox"/> In-person <input type="checkbox"/> Virtual attendance at meeting <input type="checkbox"/> On-line or written input</div>
	Indicate role for each name provided: <div>Select role</div>	Indicate involvement format(s): <div><input type="checkbox"/> In-person <input type="checkbox"/> Virtual attendance at meeting <input type="checkbox"/> On-line or written input</div>
	Indicate role for each name provided: <div>Select role</div>	Indicate involvement format(s): <div><input type="checkbox"/> In-person <input type="checkbox"/> Virtual attendance at meeting <input type="checkbox"/> On-line or written input</div>

The second portion of section 1 gathers data on the number of Parents and Students which participated in the LNA process. Indicate in each box the number of Parents and Students involved in the three involvement options.

Number of Parents Participating In-person

Number of Parents Participating Virtual Meeting Attendance

Number of Parents Providing On-line or Written Feedback

Number of Students Participating In-person

Number of Students Participating Virtual Meeting Attendance

Number of Students Providing On-line or Written Feedback

Upon the completion of Section 1, click on **Next** , located in the bottom right hand corner of the page, to save your information and move to the next section. **Please note: While you can toggle between each section of the LNA at the top, any information that has been entered WILL NOT be saved unless you click on** **Next**

Step 5: Section 2 addresses student performance. Review the data points needed as well as the discussion prompts to answer the **three** questions on student performance. **Please note: Data points or guidance documents will appear in a new tab.**

Required: All questions must be answered, even if you enter "N/A"

Section 2:
"Evaluate the performance of students with respect to state determined and local levels of performance, including an evaluation of performance for special populations and each subgroup." [Perkins V Sec. 134 (c)(2)(A)] [See Terms and Definitions and Student Data Explanation for more information](#)

Program Summary: Student Disaggregated Data Charts

[View Data Charts](#)

Discussion Prompts for Program Summary:

- What student data is trending positively over the last several years? Our strengths.
- What student data is stagnated or trending negatively? Our areas for improvement and challenges.
- Based on the performance indicators and student population data, what are our highest priority areas of focus for our programs?
- How will we address the areas where the data indicates we are not meeting performance indicator targets?

Based upon student data and discussion points on student performance, identify with summative statements:

Strengths

Areas for improvement and challenges

Proposed strategies, including student supports and interventions, with timeline for addressing disparities or gaps in local level of performance

Previous

Next

Upon the completion of Section 2, click on **Next** , located in the bottom right hand corner of the page, to save your information and move to the next section. **Please note: While you can toggle between each section of the LNA at the top, any information that has been entered WILL NOT be saved unless you click on** **Next**

Page 5

Step 6: Section 3 addresses access to high quality CTE programs. Review the data points needed as well as the discussion prompts to answer the **three** questions on student access to high quality CTE programs. **Please note: Data points or guidance documents will appear in a new tab.**

Required: All questions must be answered, even if you enter “N/A”

Section 3:
Describe progress that has been made toward implementation of equal access to high quality CTE courses and programs of study for all students.[Perkins V Sec.134 (c)(2)(E)]. See Terms and Definitions and Student Data Explanation for more information

Data Points Needed: Student Disaggregated Data Charts
[View Data Charts](#)

Discussion Prompts for Equal Access to High-Quality CTE Courses and Programs of Study for All Students:

- Based on the disaggregated data:
 - How are students from special populations performing in CTE programs in comparison to students without identified special needs?
 - How are students from different genders, races and ethnicities performing in CTE programs?
 - Where do the biggest gaps in performance exist between subgroups of students?
- Based on local program data, identify CTE programs where special populations are performing above average? Below average?
- Based on local program data, how are we preparing special populations to be self-sufficient in high-skill, high-wage, or in-demand industry sectors?
- Based on local program data, how are we preparing special populations for non-traditional fields?
- Based on local program data, how are we ensuring non-discrimination for special populations with our CTE programs?
- Based on local program data, what are the potential root causes of inequities in the CTE programs?

Based upon the disaggregated student data at the district level and discussion points on equal access to high-quality CTE courses and programs of study for all students, identify with summative statements:

Strengths (please refer to PDR quality component Recruitment and Access)

Areas for improvement and challenges

Goals and strategies, including timelines, for addressing equal access to high-quality CTE courses and programs of study for all students. Include descriptions of how you will:

Upon the completion of Section 3, click on **Next**, located in the bottom right hand corner of the page, to save your information and move to the next section. **Please note: While you can toggle between each section of the LNA at the top, any information that has been entered WILL NOT be saved unless you click on** **Next**

Step 7: Section 4 addresses labor market alignment. Review the data points needed as well as the discussion prompts to answer the **one** question on labor market alignment. **Please note: Data points or guidance documents will appear in a new link.**

To access IDES Data, click on “View IDES data” which will open a new tab with ISBE’s CTE Grants Webpage. Click on the CLNA Resources dropdown, then refer to Local Needs Assessment and Comprehensive Assessment documents and tools/Illinois Department of Employment Security (IDES) – Labor Market Data and Resources. The listed PDF documents are State and Economic Development Region (EDR) labor market data. To determine your EDR, click on “Definitions of Illinois Economic Development Regions”. Helpful tips for reviewing data:

- The O*Net link has a crosswalk that aligns CIPs to Standard Occupational Classifications (SOC) listed in the State and Regional data documents
- Learn More, Earn More provides information on Illinois’ In-Demand, High-Wage Occupations through 2026
- Within the State and Regional documents, focus the Average Annual Total Job Openings to determine actual labor market needs. Please note:
 - SOC ending in “0000” is an Industry Classification
 - SOC ending in “000” is an Occupational Classification
 - SOC ending in any other number than zero is a specific occupation

Required: All questions must be answered, even if you enter “N/A”

Section 4:

Describe how CTE programs are "aligned to State, regional, or local in-demand industry occupations and designed to meet local economic needs not identified by State boards or local workforce development boards." [Perkins V Sec 134 (c)(2)(B)(iii)]

Data Points Needed: PDR data, Enrollment Trend data, IDES data (See Help Document for guidance), CIP Changes Crosswalk

[View PDR data](#)

[View IDES data](#)

Discussion Prompts for Labor Market Alignment:

- Based on IDES data, what industries are projected to grow the most in our area? What occupations?
- How do our CTE program enrollments match projected job openings? Where are the biggest gaps?
- Determine what essential skills, indicated by industry partners, we are incorporating into our programs. What skill needs have industry partners identified as lacking in our programs?
- Which graduates of our programs are thriving in the labor market, and why?
- What opportunities exist in our local labor market for students with disabilities, English learners, or other special populations? How do we ensure access for these populations?

After reviewing your labor market data, indicate any potential NEW CTE programs that may be needed in your local area.

Upon the completion of Section 4, click on **Next** , located in the bottom right hand corner of the page, to save your information and move to the next section. **Please note: While you can toggle between each section of the LNA at the top of the page, any information that has been entered WILL NOT be saved unless you click on** **Next**

Step 8: Section 5 addresses size, scope, and quality. Review the data points needed as well as the discussion prompts to answer the *eleven* questions on size, scope, and quality. **Please note: Data points or guidance documents will appear in a new link.**

Required: All questions must be answered, even if you enter "N/A"

Section 5:

Describe how CTE programs are "sufficient in size, scope, and quality to meet the needs of all students" [Perkins V Sec 134 (c)(2)(B)(iii)] [See Terms and Definitions and Student Data Explanation for more information](#)

Data Points Needed: PDR data, Enrollment Trend data

[View PDR data](#)

[View Enrollment Trends](#)

Local Discussion Prompts for Size, Scope, and Quality:

- Based on district program/course enrollment data, are we offering programs in which students are choosing to enroll? What trends are we seeing in the enrollment data?
- Does our enrollment size have the capacity to meet the demands of the business/industries in our region?
- Are there students who want to enroll in our programs who are unable to do so? If so, why?
- What barriers may prevent students from completing a program of study within our district and others in the service area?
- Do some of our programs offer more opportunities for skill development than others, both in classroom/laboratory and through extended learning experiences? If so, how can we modify other programs to do the same?
- How do our programs incorporate relevant academic, technical, and employability skills at every learner level?

Based upon PDR data, Enrollment Trend data, and discussion regarding Size, Scope, and Quality, answer the following with summative statements:

Using PDR Scope component Placement Data, what are the goals and strategies, including timelines, to implement data collection for those programs not currently collecting placement data?

Referring to the definition of size, does the region meet the recommended minimum number of CTE programs of study? If no, what are the goals and strategies, including timelines, to address this area?

Upon the completion of Section 5, click on **Next** , located in the bottom right hand corner of the page, to save your information and move to the next section. **Please note: While you can toggle between each section of the LNA at the top, any information that has been entered WILL NOT be saved unless you click on** **Next**

Step 9: Section 6 addresses implementing programs of study. Review the data points needed as well as the discussion prompts to answer the *eight* questions on implementing programs of study. **Please note: Data points or guidance documents will appear in a new link.**

Required: All questions must be answered, even if you enter "N/A"

Section 6:
Evaluate "progress toward the implementation of quality CTE programs and programs of study". [Perkins V Sec 134 (c)(2)(C)] [See Terms and Definitions and Student Data Explanation for more information](#)

Data Points Needed: PDR data, Enrollment Trend data

[View PDR data](#) [View Enrollment Trends](#)

Describe your CTE Continuous Improvement Process that continuously evaluates and improves your Programs of Study in collaboration with stakeholders and advisory committees, including meeting frequency

Based upon PDR data, Enrollment Trend data, and discussion regarding Progress Toward Implementing Quality Programs of Study, what are your goals and strategies, including timelines, to address those CTE programs that ARE NOT meeting the following requirements? Additionally, include goals and strategies for continuous improvement in CTE programs that ARE meeting the following requirements.

Providing guidance and instruction on the concept of career clusters and support for student selection of a cluster of interest

Including an orientation course within their course sequence

Upon the completion of Section 6, click on **Next** , located in the bottom right hand corner of the page, to save your information and move to the next section. **Please note: While you can toggle between each section of the LNA at the top, any information that has been entered WILL NOT be saved unless you click on** **Next**

Step 10: Section 7 addresses recruitment, retention, and training. Review the data points needed as well as the discussion prompts to answer the *four* questions on recruitment, retention, and training. **Please note: Data points or guidance documents will appear in a new link.**

Required: All questions must be answered, even if you enter "N/A"

Section 7:
Describe progress being made to "improve the recruitment and training of CTE teachers, including paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions." [Perkins V Sec 134 (c)(2)(D)] [See Terms and Definitions and Student Data Explanation for more information](#)

Data Points Needed: PDR data

[View PDR data](#)

Based on employment data trends, professional learning opportunities, and discussion with educators:

What do educators report as needs and preferences for professional learning and supports?

Summarize district CTE programs recruitment effort and outcomes.

Summarize district CTE programs retention efforts and outcomes.

Based on data and input from professionals, what are your goals for professional learning within the district?

Previous

Review

Upon the completion of Section 7, click on **Review**, located in the bottom right hand corner of the page, to save your information and move to the review of all sections. Use Ctrl-P to print the Review page for your records. Based on your review, you can either **Submit** or click **Cancel** to return you to the home page. **Please note: If you click Submit and not all sections are complete, you will receive an error message(s) indicating which sections need to be addressed. Click on “Back to Application” to return to Section 1.**

Status:

- Not all questions are answered under Section 2 - Student Performance
- Not all questions are answered under Section 3 - Access To High Quality CTE
- Not all questions are answered under Section 4 - Labor Market Alignment
- Not all questions are answered under Section 5 - Size, Scope, Quality
- Not all questions are answered under Section 6 - Implementing Programs of Study
- Not all questions are answered under Section 7 - Recruitment, Retention, Training
- Not all questions are answered under Section 1 - Identification of Stakeholders

[Back to Application](#)

Local Needs Assessment (LNA) – Unlocking and Viewing Applications

Business Manager Access Level: When you login as District Admin, the home page displays all the schools within your system. When you login as a Business Manager, the home page displays all the districts within your system

Step 1: Log into the CTE Comprehensive Local Needs Assessment.

Step 2: When you login, the landing page displays an overview of the CLNA process, including completion dates for both the LNA and CLNA. Click **Continue** to enter the system.

Step 3: You will now be able to view the status of each district’s LNA application status (*Application not yet started* indicates the LNA has not begun, *District Admin Draft* indicates the LNA has been started and is in draft format and *Submitted* indicates the completion of LNA). The Submit Date and Submitted By are also provided. To view the district’s CTE LNA application, click on the “View Application” button. **Up until the Comprehensive Local Needs Assessment (CLNA) has started, the Business Manager can unlock the LNA for changes.**

ARTHUR C U SCHOOL DIST 305	11021305026	Efe Submitted	12/28/2021	Patwho	View Application	Unlock
BEECHER CITY CUSD 20	03025020026	Application not yet started			Fill Application	
CASEY-WESTFIELD CUSD 4C	11012004C26	Application not yet started			Fill Application	

Comprehensive Local Needs Assessment (CLNA)

Business Manager or Individual Completing the Application:

Step 1: Log into the CTE Comprehensive Local Needs Assessment.

Step 2: When you login, the landing page displays an overview of the CLNA process, including completion dates for both the LNA and CLNA. Click [Continue](#) to enter the system.

Step 3: Upon entering the LNA dashboard, you will see the District & Career Center or Regional Center which are assigned to this access level. The status of the LNA is indicated under the Status column (*Application not yet started* indicates the LNA has not begun, *District Admin Draft* indicates the LNA has been started and is in draft format and *Submitted* indicates the completion of LNA). The Submit Date and Submitted By are also provided. Once all LNAs are completed, click on [Fill Comprehensive](#) to begin the CLNA or [Edit Comprehensive](#) to return to the application that was previously started.

[Fill Comprehensive](#)

Search: <input type="text"/>				
RCDT	Status	Submit Date	Submitted By	Action
03025010026	Isbe Admin Draft	1/15/2020	attitudeair	Edit Application
03003002026	Isbe Admin Draft	1/15/2020	attitudeair	Edit Application
03026201026	Isbe Admin Submitted	1/16/2020	Attitudeair	View Application Unlock
03068003026	Application not yet started			Fill Application
03068012026	Isbe Admin Draft	1/15/2020	attitudeair	Edit Application
03011001026	Application not yet started			Fill Application
03003001026	Application not yet started			Fill Application

➤ *Note the system menu allows you to easily access various support documents for additional information*

Local Needs Assessment	Home	Student Data Explanation	Terms And Definitions	Help Document

Step 4: Section 1 addresses stakeholder involvement by asking you to identify the name of each person that has agreed to participate in the completion of the CLNA. Parent and Student participation is reflected in the bottom portion of the page.

Beginning with the first row, type the individual's name, use the drop-down box to indicate their role, and then select one or more of the formats for their participation. Click [Add](#) to add additional rows. For the role "Employer", the "Name" should include, at minimum, the name of the employer; the name of the individual representing that business is optional.

Required: Throughout the LNA and CLNA process, all stakeholder required roles must be involved and reflected in the LNA and/or CLNA applications.

Please Note: If an individual has multiple roles, you must enter their name for each role they represent. You must complete name, title, and involvement for the record to save.

Section 1:
 To identify stakeholders, start with individuals and organizations that your programs already work with through industry advisory boards, sector partnerships, community groups, parent-teacher associations, and other structures. After identifying those already engaged in your programs, you may need to reach out to new partners to fill gaps in expertise and ensure appropriate breadth and depth of representation among those impacted by CTE. **See Required Stakeholders Brainstorm Form**

[Perkins V Sec. 134(d)] In conducting the comprehensive needs assessment...and developing the local application...an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum (the following):


Please list the name of each person agreeing to participate in the CLNA process, their role(s), and the format(s) through which feedback was provided. If an individual represents more than one role, you will need to list them multiple times. (See Terms and Definitions for more information)

Name	Title	Involvement
Heather Taylor	Teacher	Indicate involvement format(s): <input type="checkbox"/> In-person <input checked="" type="checkbox"/> Virtual attendance at meeting <input type="checkbox"/> On-line or written input
Sue Jones	School Leaders	Indicate involvement format(s): <input type="checkbox"/> In-person <input checked="" type="checkbox"/> Virtual attendance at meeting <input checked="" type="checkbox"/> On-line or written input
Dan Hoffman	Post Secondary Faculty	Indicate involvement format(s): <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Virtual attendance at meeting <input type="checkbox"/> On-line or written input
John Deere	Employer	Indicate their involvement with the completion of the LNA: <input checked="" type="checkbox"/> In-person <input type="checkbox"/> Virtual attendance at meeting <input type="checkbox"/> On-line or written input


[Add](#)

The second portion of section 1 shows data on the number of Parents and Students which participated in the CLNA process across your EFE system.


Indicate in each box the number of Parents and Students involved in the three involvement options.




Number of Parents Participating In-person




Number of Parents Participating Virtual Meeting Attendance




Number of Parents Providing On-line or Written Feedback



Number of Students Participating In-person



Number of Students Participating Virtual Meeting Attendance



Number of Students Providing On-line or Written Feedback

Upon the completion of Section 1, click on [Next](#) , located in the bottom right hand corner of the page, to save your information and move to the next section. **Please note: While you can toggle between each section of the CLNA at the top, any information that has been entered *WILL NOT* be saved unless you click on [Next](#)**

Step 5: Section 2 addresses student performance. Review the data points needed as well as the discussion prompts to answer the **two** questions on student performance. **Please note: Data points or guidance documents will appear in a new link.**

Required: All questions must be answered, even if you enter "N/A"

Section 2:
"Evaluate the performance of students with respect to state determined and local levels of performance, including an evaluation of performance for special populations and each subgroup." [Perkins V Sec. 134 (c)(2)(A)] [See Terms and Definitions and Student Data Explanation for more information](#)

CTE Student Performance Program Summary:
Data Points Needed: Student Disaggregated Data Charts, LNA Summative Statements for Student Performance

[View Data Points](#) [View LNA Summatives](#) [Next](#)

Discussion Prompts for Program Summary:

- What student data is trending positively over the last several years? Our strengths.
- What student data is stagnated or trending negatively? Our areas for improvement and challenges.
- Based on the performance indicators and student population data, what are our highest priority areas of focus for our programs?
- How will we address the areas where the data indicates we are not meeting performance indicator targets?

Based upon student data at the regional level, LNA summative statements, and discussion points on student performance:

Describe regional strengths, areas for improvement, and challenges for student performance.

Identify your goals and strategies, including timelines, for addressing disparities or gaps in local levels of performance

Upon the completion of Section 2, click on [Next](#), located in the bottom right hand corner of the page, to save your information and move to the next section. **Please note: While you can toggle between each section of the CLNA at the top, any information that has been entered WILL NOT be saved unless you click on**

Step 6: Section 3 addresses access to high quality CTE programs. Review the data points needed as well as the discussion prompts to answer the **two** questions on student access to high quality CTE programs. **Please note: Data points or guidance documents will appear in a new link.**

Required: All questions must be answered, even if you enter "N/A"

Section 3:
Describe progress that has been made toward implementation of equal access to high quality CTE courses and programs of study for all students. [Perkins V Sec. 134 (c)(2)(E)] [See Terms and Definitions and Student Data Explanation for more information](#)

Data Points Needed: Student Disaggregated Data Charts, LNA Summative Statements for Access to High-Quality CTE

[View Data Points](#) [View LNA Summatives](#)

Discussion Prompts for Equal Access to High-Quality CTE Courses and Programs of Study for All Students:

- Based on the disaggregated data:
 - How are students from special populations performing in CTE programs in comparison to students without identified special needs?
 - How are students from different genders, races and ethnicities performing in CTE programs?
 - Where do the biggest gaps in performance exist between subgroups of students?
- Based upon regional program data, identify CTE programs where special populations are performing above average? Below average?
- Based upon regional program data, how are we preparing special populations to be self-sufficient in high-skill, high-wage, or in-demand industry sectors?
- Based upon regional program data, how are we preparing special populations for non-traditional fields?
- Based upon regional program data, how are we ensuring non-discrimination for special populations with our CTE programs?
- Based upon regional program data, what are the potential root causes of inequities in the CTE programs?

Based upon student data at the regional level, responses (Strengths and Areas for Improvement/Challenges) from the LNAs and discussion points on equal access to high-quality CTE courses and programs of study for all students:

Describe regional strengths, areas for improvement, and challenges

Identify goals and strategies, including timelines, for addressing equal access to high-quality CTE courses and programs of study for all students. Include descriptions of how you will:

- Prepare special populations for self-sufficiency
- Prepare special populations for non-traditional fields
- Provide equal access for special populations

Upon the completion of Section 3, click on [Next](#), located in the bottom right hand corner of the page, to save your information and move to the next section. **Please note: While you can toggle between each section of the CLNA at the top, any information that has been entered WILL NOT be saved unless you click on** [Next](#)

Step 7: Section 4 addresses labor market alignment. Review the data points needed as well as the discussion prompts to answer the **two** questions on labor market alignment. **Please note: Data points or guidance documents will appear in a new link.**

To access IDES Data, click on “View IDES data” which will open a new tab with ISBE’s CTE Grants Webpage. Click on the CLNA Resources dropdown, then refer to Local Needs Assessment and Comprehensive Assessment documents and tools/Illinois Department of Employment Security (IDES) – Labor Market Data and Resources. The listed PDF documents are State and Economic Development Region (EDR) labor market data. To determine your EDR, click on “Definitions of Illinois Economic Development Regions”. Helpful tips for reviewing data:

- The O*Net link has a crosswalk that aligns CIPs to Standard Occupational Classifications (SOC) listed in the State and Regional data documents
- Learn More, Earn More provides information on Illinois’ In-Demand, High-Wage Occupations through 2026
- Within the State and Regional documents, focus the Average Annual Total Job Openings to determine actual labor market needs. Please note:
 - SOC ending in “0000” is an Industry Classification
 - SOC ending in “000” is an Occupational Classification
 - SOC ending in any other number than zero is a specific occupation

Required: All questions must be answered, even if you enter “N/A”

Section 4:
Describe how CTE programs are “aligned to State, regional, or local in-demand industry occupations and designed to meet local economic needs not identified by State boards or local workforce development boards.” [Perkins V Sec 134 (c)(2)(B)(iii)].

Data Points Needed: PDR placement data, IDES data, LNA Document for guidance), CIP Changes Crosswalk, LNA Summative Statements for Access to High-Quality CTE

[View PDR data](#) [View IDES data](#) [View LNA Summatives](#)

Discussion Prompts for Labor Market Alignment

- Based on IDES data, what industries are projected to grow the most in our area? What occupations?
- How do our CTE program enrollments match projected job openings? Where are the biggest gaps?
- Determine what essential skills, indicated by industry partners, we are incorporating into our programs. What skill needs have industry partners identified as lacking in our programs?
- Which graduates of our programs are thriving in the labor market, and why?
- What opportunities exist in our local labor market for students with disabilities, English learners, or other special populations? How do we ensure access for these populations?
- Based on LNA summaries, discuss the process for discontinuing, locally funding or realigning programs that are not aligned to state and regional labor market.

Based upon the new program summaries, local need requests, and discussion points, describe new programs of study that will be developed and submitted for State approval for FY21-FY24, including year of implementation.

After reviewing your labor market data, LNA results, and discussion points, indicate any potential CTE programs that you plan to discontinue in your region.

Upon the completion of Section 4, click on **Next**, located in the bottom right hand corner of the page, to save your information and move to the next section. **Please note: While you can toggle between each section of the CLNA at the top of the page, any information that has been entered WILL NOT be saved unless you click on** **Next**

Step 8: Section 5 addresses size, scope, and quality. Review the data points needed as well as the discussion prompts to answer the *eleven* questions on size, scope, and quality. **Please note: Data points or guidance documents will appear in a new link.**

Required: All questions must be answered, even if you enter "N/A"

Section 5:

Describe how CTE programs are "sufficient in size, scope, and quality to meet the needs of all students" [Perkins V Sec 134 (c)(2)(B)(i)]. [See Terms and Definitions and Student Data Explanation for more information](#)

Data Points Needed: PDR data, Enrollment Trend data, LNA Summative Statements for Access to High-Quality CTE

[View PDR data](#) [View Enrollment Trends](#) [View LNA Summatives](#)

Local Discussion Prompts for Size, Scope, and Quality:

- Based on regional program/course enrollment data, are we offering programs in which students are choosing to enroll? What trends are we seeing in the enrollment data?
- Does our enrollment size have the capacity to meet the demands of the business/industries in our region?
- Are there students who want to enroll in our programs who are unable to do so? If so, why?
- What barriers may prevent students from completing a program of study within our district and others in the service area?
- Do some of our programs offer more opportunities for skill development than others, both in classroom/laboratory and through extended learning experiences? If so, how can we modify other programs to do the same?
- How do our programs incorporate relevant academic, technical, and employability skills at every learner level?

Based upon PDR data, Enrollment Trend data, and discussion regarding Size, Scope, and Quality, answer the following with summative statements:

Using PDR Scope component Placement Data, what are our goals and strategies, including timelines, to implement data collection for those programs not currently collecting placement data?

Referring to the definition of size, does our district meet the recommended minimum number of CTE programs of study? If no, what are our goals and strategies, including timelines, to address this area?

Describe your district level student recruitment and retention plan that extends into middle school to address equity gaps.

Upon the completion of Section 5, click on [Next](#), located in the bottom right hand corner of the page, to save your information and move to the next section. **Please note: While you can toggle between each section of the CLNA at the top, any information that has been entered WILL NOT be saved unless you click on [Next](#)**

Step 9: Section 6 addresses implementing programs of study. Review the data points needed as well as the discussion prompts to answer the *eight* questions on implementing programs of study. **Please note: Data points or guidance documents will appear in a new link.**

Required: All questions must be answered, even if you enter "N/A"

Section 6:

Evaluate "progress toward the implementation of quality CTE programs and programs of study". [Perkins V Sec 134 (c)(2)(C)] [See Terms and Definitions and Student Data Explanation for more information](#)

Data Points Needed: PDR data, Enrollment Trend data, LNA Summative Statements for Access to High-Quality CTE

[View PDR data](#) [View Enrollment Trends](#)

Discussion Prompts for Progress Toward Quality:

- How fully are our programs aligned and articulated across secondary and postsecondary education?
- What evidence do we have to support this?
- Are there specific programs that are misaligned, and if so why?
- How are we adapting programs as they become more professionalized and specialized?
- What opportunities exist for students in our programs of study to earn dual credit or enroll concurrently?

Describe your CTE Continuous Improvement Process that continuously evaluates and improves your Programs of Study in collaboration with stakeholders and advisory committee, including meeting frequency

Based upon PDR data, Enrollment Trend data, LNA summative statements, and discussion regarding Progress Toward Implementing Quality Programs of Study, what are our goals and strategies, including timelines, to address those CTE programs that ARE NOT meeting the following requirements? Additionally, include goals and strategies for continuous improvement in CTE programs that ARE meeting the following requirements.

Providing guidance and instruction on the concept of career clusters and support for student selection of a cluster of interest

Including an orientation course within their course sequence

Including an advanced course within their course sequence

Upon the completion of Section 6, click on [Next](#) , located in the bottom right hand corner of the page, to save your information and move to the next section. **Please note: While you can toggle between each section of the CLNA at the top, any information that has been entered WILL NOT be saved unless you click on** [Next](#)

Step 10: Section 7 addresses recruitment, retention, and training. Review the data points needed as well as the discussion prompts to answer the *four* questions on recruitment, retention, and training. **Please note: Data points or guidance documents will appear in a new link.**

Required: All questions must be answered, even if you enter "N/A"

Section 7:
Describe progress being made to "improve recruitment, retention, and training of CTE teachers, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions."
(Perkins V Sec 134 (c)(2)(D)) [See Terms and Definitions and Student Data Explanation for more information](#)

Data Points Needed: PDR data, LNA Summative Statements, and Access to High Quality CTE
[View PDR data](#)

Based on employment data trends, professional learning opportunities, and discussion with educators:
What do educators report as needs and preferences for professional learning and supports?

Summarize regional CTE programs recruitment effort and outcomes.

Summarize regional CTE programs retention efforts and outcomes.

Based on data and input from professionals, what are your goals and strategies, including timelines, for professional learning?

Previous

Review

Upon the completion of Section 7, click on [Review](#) , located in the bottom right hand corner of the page, to save your information and move to the review of all sections. Use Ctrl-P to print the Review page for your records. Based on your review, you can either [Submit](#) or click [Cancel](#) to return you to the home page. **Please note: If you click Submit and not all sections are complete, you will receive an error message(s) indicating which sections need to be addressed. Click on "Back to Application" to return to Section 1.**

Status:

Back to Application

- Not all questions are answered under Section 2 - Student Performance
- Not all questions are answered under Section 3 - Access To High Quality CTE
- Not all questions are answered under Section 4 - Labor Market Alignment
- Not all questions are answered under Section 5 - Size, Scope, Quality
- Not all questions are answered under Section 6 - Implementing Programs of Study
- Not all questions are answered under Section 7 - Recruitment, Retention, Training
- Not all questions are answered under Section 1 - Identification of Stakeholders